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ABSTRACT

This document outlines the model that was jointly developed by representatives of the Texas Education Agency and University of Texas at Austin (UTA) to inject the state's existing health science technology education (HSTE) program with tech prep components and Secretary's Commission on Achieving Necessary Skills (SCANS) competencies. Presented first is a flowchart detailing the technical and professional career preparation provided to traditional and reentry students under the HSTE model at the high school and community/technical college levels. Student outcomes for three HSTE courses are listed: health care science, health occupations I, and health occupations II. Provided next are a checklist of SCANS foundation skills and an analysis of the following SCANS competencies: identifies, organizes, plans, and allocates resources; works with others; acquires and uses information; understands complex interrelationships (systems); and works with a variety of technologies. The next section contains the following: graphic representation of the attitudes/skills/knowledge (ASK) feedback model; discussion of its development; and checklists of the attitudes, skills, and knowledge deemed necessary for entry workers. Concluding the document are four sample programs of study for HSTE students in grades 9-12 and a list of tech prep-related resources available from UTA. (MN)

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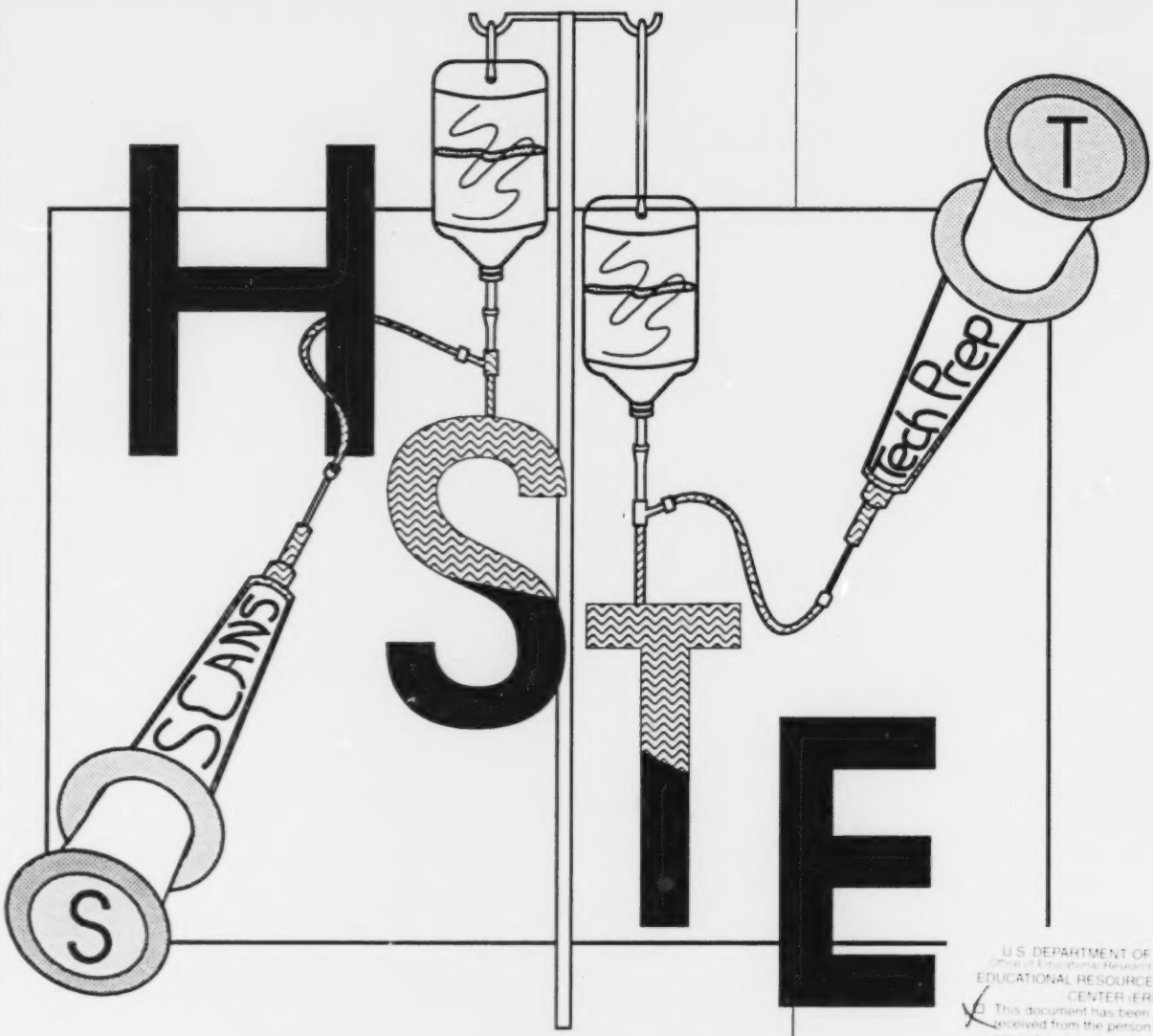
Health Science Technology Education



Jointly developed by:

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HSTE

A Working Model

Written by

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Published by

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INTRODUCTION

The Health Science Technology Education (**HSTE**) logo on the cover was designed to illustrate the *new* goal of **HSTE**—to take existing **HSTE** and *inject* it with **Tech-Prep** factors and **SCANS** competencies.

What Is Tech-Prep?

Tech-Prep is a program codified in the 1990 Carl D. Perkins Vocational/Applied Technology Act that offers high school students technical courses for college credit. It is sometimes referred to as the "2 + 2 Program" (2 years of high school followed by 2 years at a postsecondary institution). The *outcome* of Tech-Prep links students to marketable jobs and provides them with the academic credentials for higher education—thus giving them the **competitive edge!**

What Is SCANS?

The Secretary's Commission on Achieving Necessary Skills (**SCANS**) was appointed by the Secretary of Labor to determine the **skills** students need in the workplace. The workplace know-how identified by *SCANS* is made up of five competencies and three foundation skills, which will be defined in this publication.

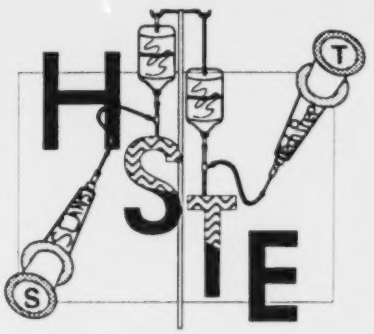
Note: Restructuring the **HSTE** program and injecting it with **Tech-Prep** and **SCANS** will answer the question often asked, "Why should I learn this?"

What Is ASK?

Representatives from the health care industry were asked to list the attitudes, skills, and knowledge needed by entry-level workers for employment. The resulting **ASK** Report and **ASK** Model help educators answer the question, "What life skills does industry need from an entry-level worker?"

HSTE Program Model

Technical and Professional Career Preparation



GRADES 9-10, HIGH SCHOOL

- ☐ Academic preparation
- ☐ **Health Care Science**
- ☐ Guidance counseling
- ☐ Social, preparatory, and other support services
- ☐ ***SCANS*** foundation skills

GRADES 11–12, HIGH SCHOOL

- ☐ Academic preparation
- ☐ **Health Science Technology I or II**
- ☐ Internship/cooperative or clinical experience
- ☐ ***SCANS*** competencies

Exit → ☐ **Entry level**

GRADE 13
COMMUNITY & TECHNICAL COLLEGES

T A S P

- ☐ A.S. degree
- ☐ Advanced skills certificate
- ☐ Internship/cooperative or clinical experience
- ☐ ***SCANS*** competencies

LEVELING COURSES

Local assessment

Academic and/or technical leveling courses as required

ALTERNATE ENTRY

GED recipients
Returning adults
Displaced workers
High school dropouts

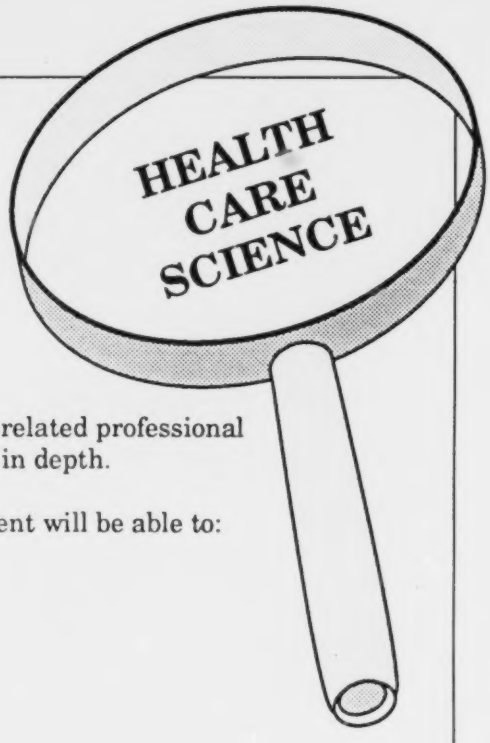
W O R K F O R C E

GRADE 14
UNIVERSITY

T A S P

Baccalaureate and advanced degrees

Source: Based on Texas Higher Education Coordinating Board Tech-Prep Model

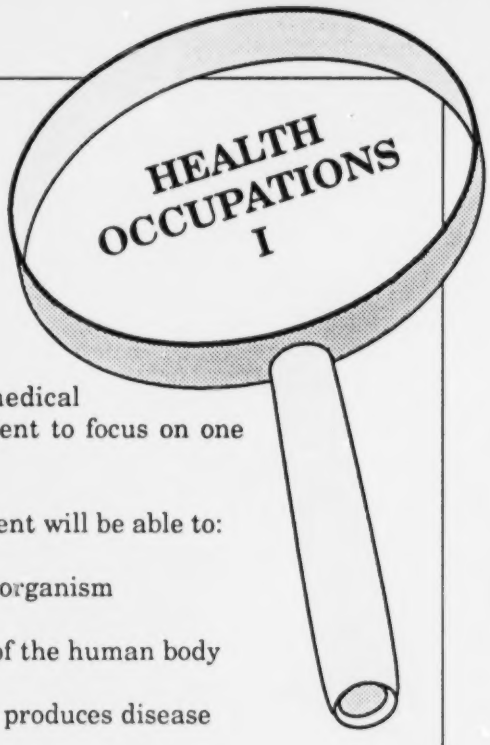


INSTRUCTIONAL GOAL:

Instruction will lead to the development of basic health-related professional skills and will allow students to examine health careers in depth.

After the completion of **Health Care Science**, the student will be able to:

- use sensitivity in communicating with patients
- use medical terminology appropriately
- use body mechanics appropriately
- demonstrate techniques for CPR and first aid
- describe body structure and function
- relate asepsis to disease
- have an overall view of the various components of the health care delivery system
- appreciate the principles relating to personal health and appearance
- link metric qualities and concepts to patient care
- observe professionals at work
- identify computer skills as they relate to the health care industry
- develop leadership traits
- identify ethical procedure and behavior in the health care delivery system
- describe legal responsibilities of the health care worker
- develop money management skills
- master entry-level skills necessary for employment in a health care occupation

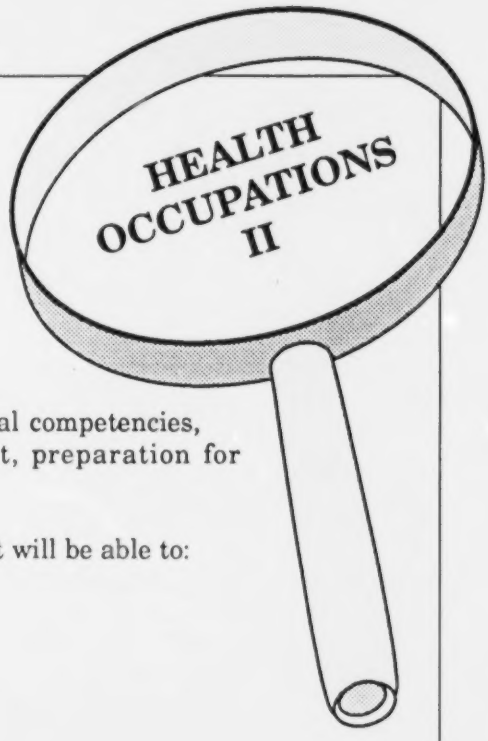


INSTRUCTIONAL GOAL:

Instruction will lead to the application of the basic medical skills in a clinical environment and will allow the student to focus on one career specifically.

After the completion of **Health Occupations I**, the student will be able to:

- describe the structure of the human body from cell to organism
- identify the use of the planes, positions, and cavities of the human body
- define *epidemiology,* and relate how a given pathogen produces disease
- relate the different modes of disease transmission
- identify skills that are specific to health care areas
- identify the application of health assistant skills to a range of health careers
- demonstrate basic skills that are prerequisites for further training in all health occupations careers—taking vital signs, using proper body mechanics in performing duties, lifting and moving a patient, observing and recording patient information, matching patients with prescribed procedures and medications, transporting, filing records, and working with computers
- explain asepsis and its relationship to disease prevention and control
- apply concepts of good interpersonal and patient relationships
- evaluate emergency situations
- demonstrate isolation procedures
- demonstrate good telephone techniques on the job
- use the metric system in computing activities where conversions are needed
- acquire concepts and skill necessary for successful employment in health care

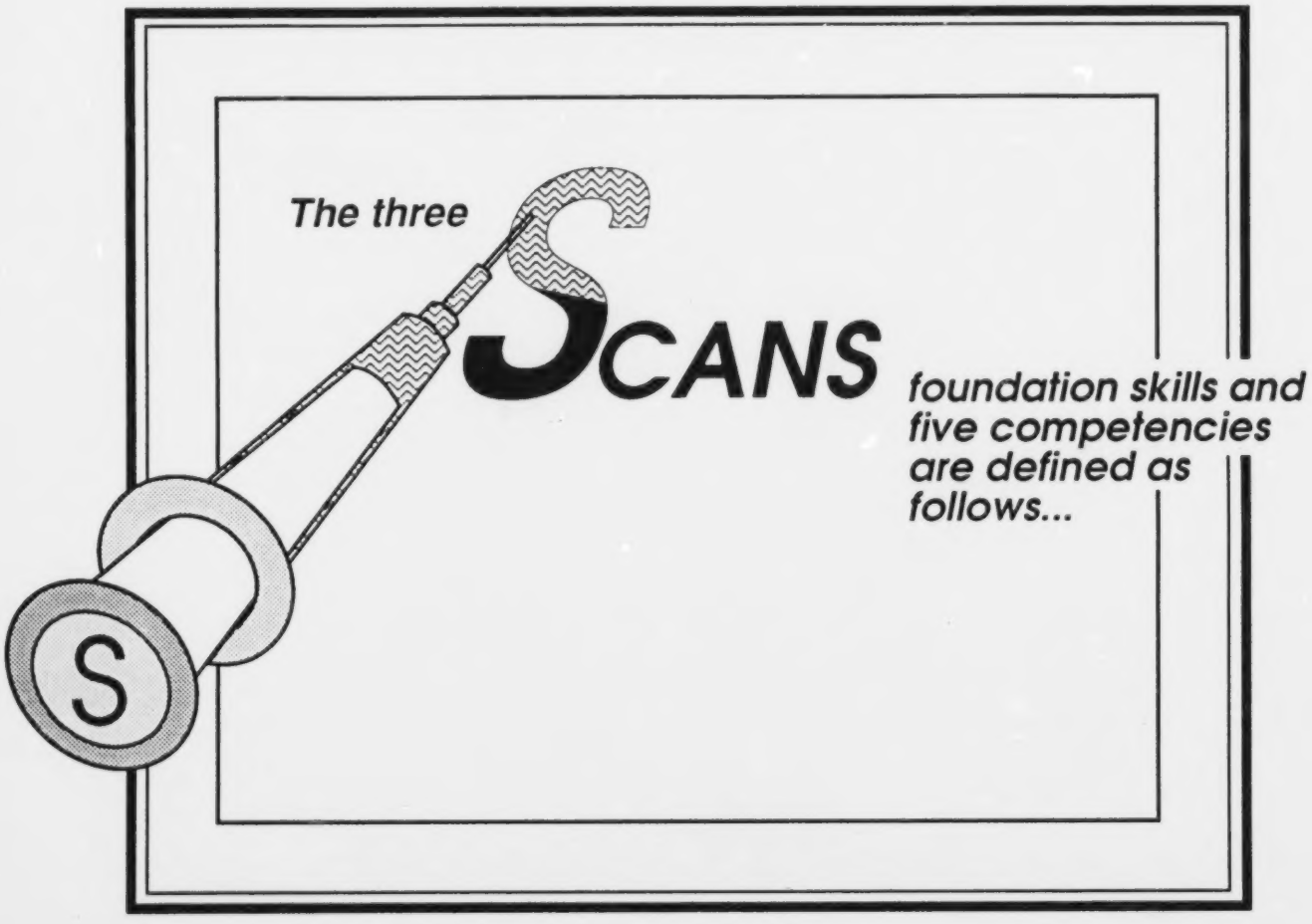


INSTRUCTIONAL GOAL:

Instruction will lead to the development of basic medical competencies, skill development by cluster, job entry employment, preparation for advanced education, and career decision making.

After completion of **Health Occupations II**, the student will be able to:

- develop basic competencies
- prepare for advanced education
- make career decisions
- identify logical sequence of events to follow in making job applications
- identify appropriate attitudes and habits
- identify conditions of illness
- identify diet therapy
- identify laboratory skills
- demonstrate geriatric assistant skills
- relate the dynamics of death and dying
- identify the populations served by the community health agencies
- determine the most effective means of establishing good employer-employee relations
- recognize the qualities of effective leadership in the workplace
- recognize the health factors related to environmental protection


The three
SCANS
foundation skills and
five competencies
are defined as
follows...
S

THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS)

Note: **The wording of the SCANS Foundation Skills which follow is taken directly from the SCANS Report.**

Goal: The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The report states, "a high-performance workplace requires workers who have a solid **foundation** in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in personal qualities that make workers dedicated and trustworthy."

Question: Do your students check out?

SCANS FOUNDATION SKILLS

Basic Skills

Reading

- ☐ 1. Locates, understands, and interprets written information in prose and documents—including manuals, graphs, and schedules
- ☐ 2. Determines the main idea or essential message
- ☐ 3. Identifies relevant details, facts, and specifications
- ☐ 4. Infers or locates the meaning of unknown or technical vocabulary
- ☐ 5. Judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers

Writing

- ☐ 1. Communicates thoughts, ideas, information, and messages in writing
- ☐ 2. Records information completely and accurately
- ☐ 3. Composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, and flow charts with the language, style, organization, and format appropriate to the subject, purpose, and audience
- ☐ 4. Includes, where appropriate, supporting documentation, and attends to level of detail

☐ 5. Checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation

Arithmetic

☐ 1. Performs basic computations

☐ 2. Uses basic numerical concepts such as whole numbers and percentages in practical situations

☐ 3. Makes reasonable estimates of arithmetic results without a calculator

☐ 4. Uses tables, graphs, diagrams, and charts to obtain or convey quantitative information

Mathematics

☐ 1. Approaches practical problems by choosing appropriately from a variety of mathematical techniques

☐ 2. Uses quantitative data to construct logical explanations for real-world situations

☐ 3. Expresses mathematical ideas and concepts orally and in writing

☐ 4. Understands the role of chance in the occurrence and prediction of events

Listening

☐ 1. Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose—for example, to comprehend, learn, critically evaluate, appreciate, or support the speaker

Speaking

☐ 1. Organizes ideas and communicates oral messages appropriate to listeners and situations

☐ 2. Participates in conversation, discussion, and group presentations

☐ 3. Selects an appropriate medium for conveying a message

☐ 4. Uses verbal language and other cues such as body language in a way appropriate in style, tone, and level of complexity to the audience and the occasion

- ☐ 5. Speaks clearly and communicates a message
- ☐ 6. Understands and responds to listener feedback, and asks questions when needed

Thinking Skills

Creative Thinking

- ☐ 1. Generates new ideas by making nonlinear or unusual connections
- ☐ 2. Changes or reshapes goals, and imagines new possibilities
- ☐ 3. Uses imagination freely, combining ideas or information in new ways, making connections between seemingly unrelated ideas, and reshaping goals in ways that reveal new possibilities

Decision Making

- ☐ 1. Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives

Problem Solving

- ☐ 1. Recognizes that a problem exists (i.e., that there is a discrepancy between what is and what should be)
- ☐ 2. Identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it
- ☐ 3. Evaluates and monitors progress, revising the plan as indicated by findings

Mental Visualization

- ☐ 1. Sees things in the mind's eye by organizing and processing symbols, pictures, graphs, objects, or other information—for example, sees a building from a blueprint, a system's operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe

Knowing How to Learn

- ☐ 1. Recognizes and can use learning techniques to apply and adapt existing and new knowledge and skills in both familiar and changing situations

- ☐ 2. Is aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (notetaking or clustering items that share some characteristics), and informal false assumptions that may lead to faulty conclusions

Reasoning

- ☐ 1. Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem—for example, uses logic to draw conclusions from available information, extracts rules or principles from a set of projects or a written text, or applies rules and principles to a new situation (or determines which conclusions are correct when given a set of facts and conclusions)

Personal Qualities

Responsibility

- ☐ 1. Exerts a high level of effort and perseverance toward goal attainment
- ☐ 2. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well even when assigned an unpleasant task, and displaying a high level of concentration
- ☐ 3. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks

Self-esteem

- ☐ 1. Believes in own self-worth and maintains a positive view of self, demonstrates knowledge of own skills and abilities, is aware of one's impression on others, and knows own emotional capacity and needs and how to address them

Sociability

- ☐ 1. Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings
- ☐ 2. Asserts self in familiar and unfamiliar social situations
- ☐ 3. Relates well to others
- ☐ 4. Responds appropriately as the situation requires

- ☐ 5. Takes an interest in what others say and do

Self-management

- ☐ 1. Accurately assesses own knowledge, skills, and abilities
- ☐ 2. Sets well-defined and realistic personal goals
- ☐ 3. Monitors progress toward goal attainment and motivates self through goal achievement
- ☐ 4. Exhibits self-control and responds to feedback unemotionally and nondefensively

Integrity/Honesty

- ☐ 1. Recognizes when being faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values
- ☐ 2. Understands the effects of violating these beliefs and codes on an organization, oneself, and others
- ☐ 3. Chooses an ethical course of action

SCANS COMPETENCIES

The following is adapted from *What Work Requires of Schools: A SCANS Report for America 2000*. Copyright 1991 by the Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, Washington, D.C.

I. Resources: Identifies, organizes, plans, and allocates resources

A. Time—selects and ranks activities, allocates time, prepares and follows schedules

B. Money—prepares budgets, makes forecasts, keeps records, makes adjustments to meet objectives

C. Materials and facilities—acquires, stores, allocates, and uses materials or space efficiently

D. Human resources—assesses skills and distributes work accordingly, evaluates performance, provides feedback

II. Interpersonal: Works with others

A. Participates as an effective team member

B. Teaches others new skills

C. Serves clients/customers—works to satisfy expectations

D. Exercises leadership—justifies position, persuades and convinces others, challenges existing procedures/policies

E. Negotiates—works towards agreement, resolves divergent interests

F. Works with diversity—works well with men and women from diverse backgrounds

III. Information: Acquires and uses information

A. Acquires and evaluates information

B. Organizes and maintains information

C. Interprets and communicates information

D. Uses computers to process information

IV. Systems: Understands complex interrelationships

A. Understands systems—knows how social, organizational, and technological systems work and operates effectively with them

B. Monitors and corrects performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions

C. Improves or designs systems—suggests modifications and develops improved systems

V. Technology: Works with a variety of technologies

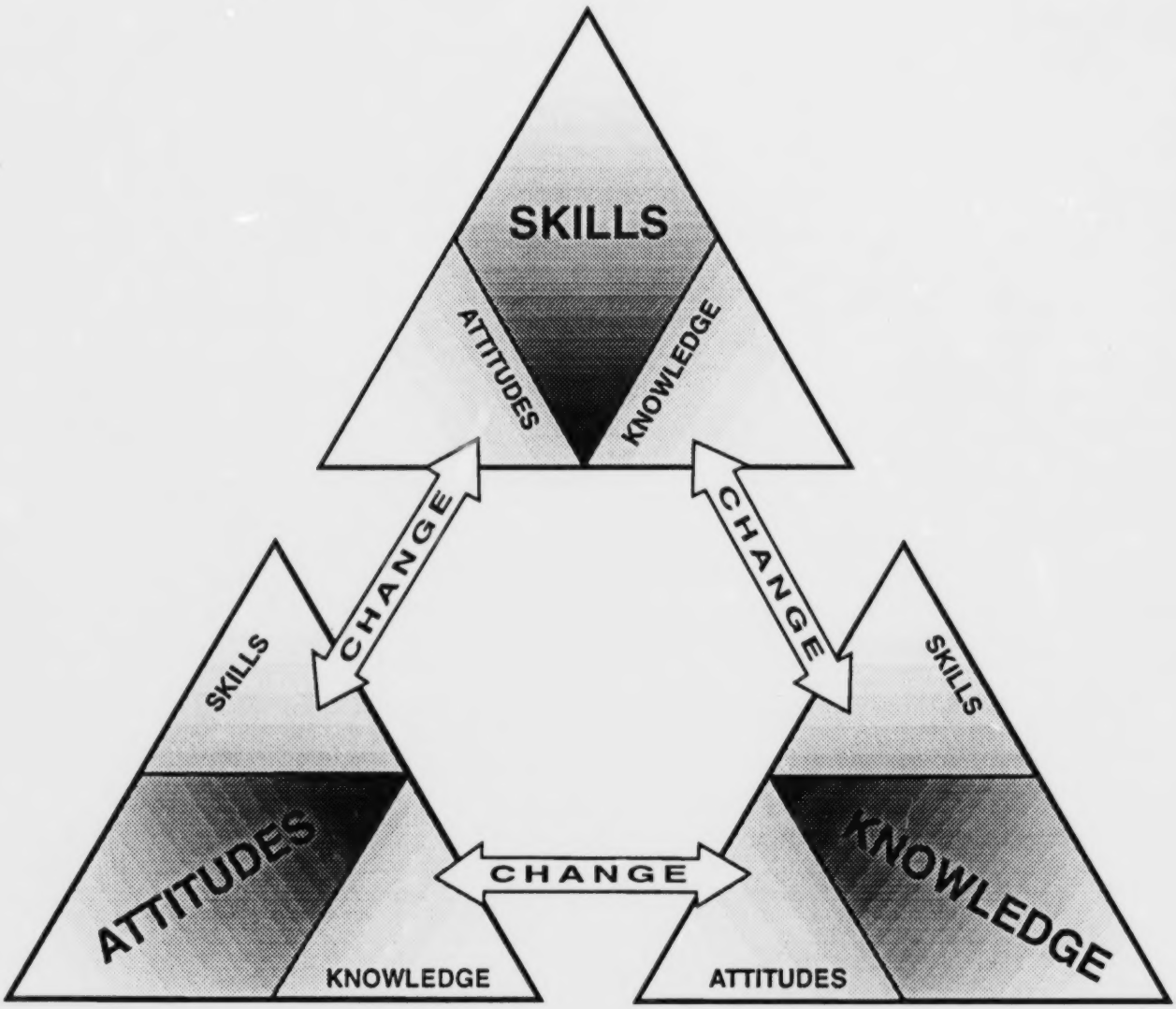
A. Selects technology—chooses procedures, tools, equipment

B. Applies technology to task

C. Maintains and troubleshoots equipment

Attitudes/Skills/Knowledge Feedback Model

The Triangle of Change



Change happens each day!
Exercise attitudes/skills/knowledge daily
to bring about desired changes!

ASK REPORT

The ASK model was developed to depict the relationship between the attitudes, skills, and knowledge public and private health care industry efforts identified as being critical to the success of an entry-level employee.

Each aspect of the model relates to the remaining aspects. A change in one aspect directly influences change in the other aspects.

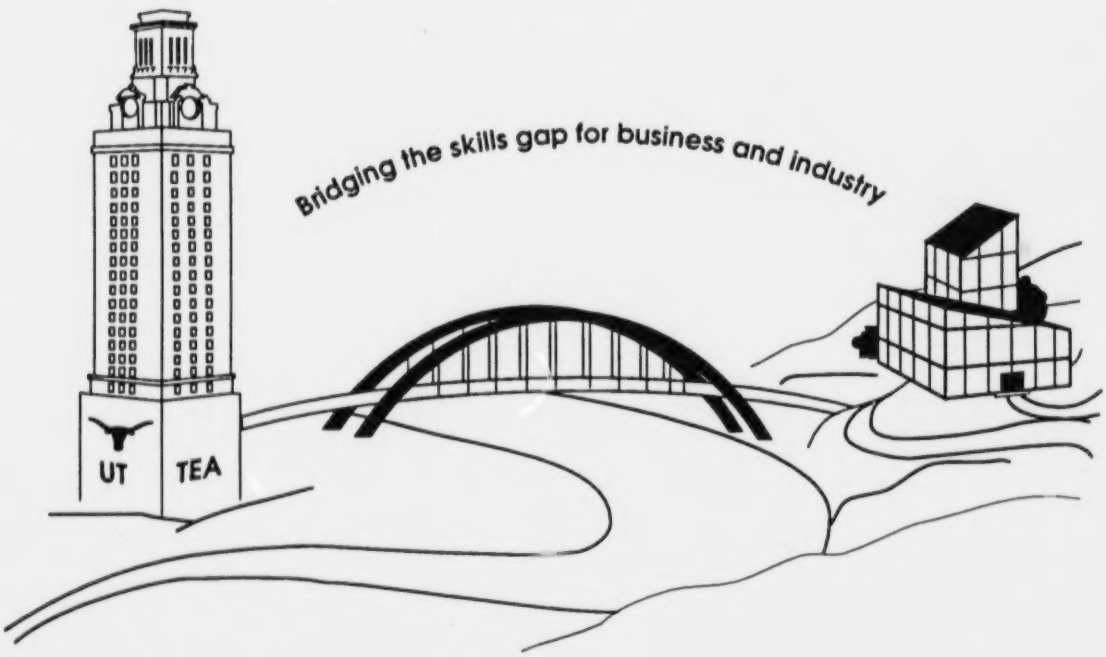
The model applies regardless of the degree of change or complexity of the task. It also applies at all levels of education, training, or experience of the student/employee.

Examples

New attitudes lead to a change in knowledge and skill level.

Additional skills lead to new attitudes and a change in knowledge.

Expanded knowledge leads to new attitudes and a change in skill level.



University of Texas/Texas Education Agency ASKed—
Industry stated—

ATTITUDES

An attitude is a disposition, feeling, or orientation of the mind toward a person or thing. The worker has certain attitudes within him/her that are reflected through behaviors and actions. Responses to the question "How do you feel about it?" can reveal a worker's attitude.

Industry stated . . .

An entry-level worker needs these attitudes and qualities to succeed in his/her job:

Respect for:

- ☐ 1. property
- ☐ 2. confidentiality
- ☐ 3. others
- ☐ 4. self

A Sense of:

- ☐ 1. self-motivation
- ☐ 2. honesty
- ☐ 3. courtesy
- ☐ 4. flexibility
- ☐ 5. client empathy

Willingness to:

- ☐ 1. listen
- ☐ 2. ask for clarification
- ☐ 3. accept directions
- ☐ 4. learn
- ☐ 5. start at the bottom

SKILLS

Skills refer to the learned ability to do something competently. The worker reveals through behavior or actions his/her skills in performing the job. Responses to the question "How competently can you perform it?" can reveal the skill level of the worker.

Industry stated . . .

An entry-level worker needs to:

- ☐ 1. Use proper etiquette in dealing with people
- ☐ 2. Cope with stress
- ☐ 3. Read effectively
- ☐ 4. Write effectively (includes the ability to spell and use correct grammar, as well as the ability to take notes, write memos, and write resumes)
- ☐ 5. Perform math computations correctly
- ☐ 6. Use effective oral communication skills, including correct language usage, and practice good speaking and listening skills
- ☐ 7. Practice effective telephone communication skills
- ☐ 8. Follow written and oral directions
- ☐ 9. Manage money
- ☐ 10. Apply organizational skills
- ☐ 11. Maintain records
- ☐ 12. Perform according to job standards and requirements
- ☐ 13. Prevent accidents and injuries
- ☐ 14. Apply emergency skills
- ☐ 15. Operate office and home equipment
- ☐ 16. Transport people
- ☐ 17. Use a computer
- ☐ 18. Set personal goals
- ☐ 19. Display good customer skills

- ☐ 20. Practice good interviewing techniques

In addition, a health care entry-level worker should be able to:

- ☐ 1. Use medical terminology correctly
- ☐ 2. Take vital signs
- ☐ 3. Control infection by taking precautions and using correct handwashing technique
- ☐ 4. Prevent accidents and injuries associated with spills, electricity, and child care
- ☐ 5. Operate medical equipment
- ☐ 6. Take steps to prevent poisoning
- ☐ 7. Perform personal assistance skills
- ☐ 8. Perform basic range-of-motion exercises
- ☐ 9. Lift, move, turn, and position patients correctly
- ☐ 10. Transport patients using a stretcher and wheelchair, and assist with crutches and walking aids
- ☐ 11. Perform housekeeping, cooking, and food storage according to specifications
- ☐ 12. Perform metric and standard measurements; convert from one system to another
- ☐ 13. Document and record IAW (in accordance with) legal/job requirements.

KNOWLEDGE

Knowledge is an awareness or familiarity with information gained through experience or association. The worker needs specific knowledge or understanding in order to perform the required behaviors. Responses to the question "What do you know about it?" can reveal the worker's knowledge.

Industry stated . . .

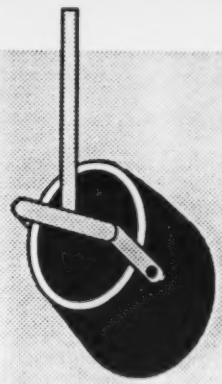
An entry-level worker needs to *know* the following:

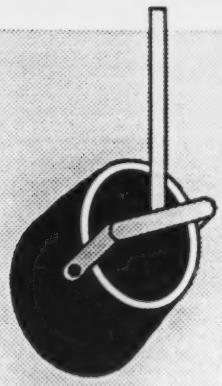
- ☐ 1. Basic nutrition
- ☐ 2. Proper rest and sleeping habits

- ☐ 3. Proper grooming habits
- ☐ 4. Etiquette
- ☐ 5. Basic math and communication
- ☐ 6. Basic safety precaution
- ☐ 7. CPR, first aid
- ☐ 8. Basic infection control measures
- ☐ 9. Time management
- ☐ 10. Goal setting
- ☐ 11. Record keeping
- ☐ 12. Basic computer terminology

In addition, a health care entry-level worker needs the following specific knowledge:

- ☐ 1. Medical terminology
- ☐ 2. Metric system and standard system of measurement
- ☐ 3. Basic anatomy and physiology
- ☐ 4. Health care safety measures
- ☐ 5. Body mechanics
- ☐ 6. Documentation (legibility, proper recording)
- ☐ 7. Basic medication
- ☐ 8. General comfort measures
- ☐ 9. Range-of-motion
- ☐ 10. Lifting, moving, and turning patients
- ☐ 11. Positioning patients





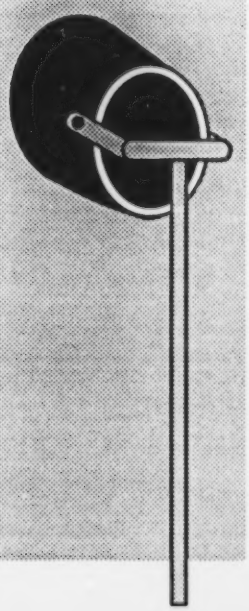
Examples of Texas HSTE Programs of Study

Example 1

Example 2

Example 3

Example 4



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Example 1

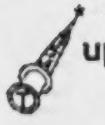
Proposed Coherent Sequence of Courses

High School Course Selections in HEALTH OCCUPATIONS

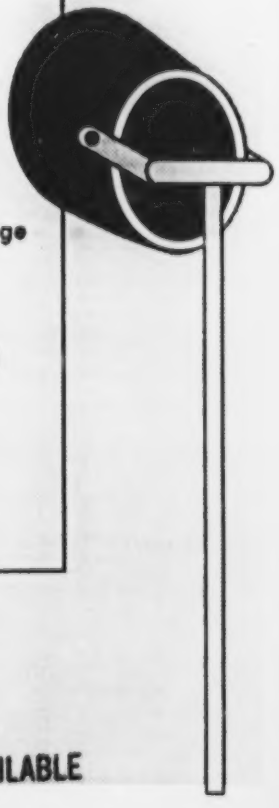
9th Grade	10th Grade	11th Grade	12th Grade
English I	English II	English III	English IV
Algebra I	Algebra II	Geometry	Computer Math
Biology I	Chemistry	Biology II	
US History	Health Care Science		Government/ Economics
Foreign Language	Foreign Language	World History or World Geography	
Health & PE	Elective	Clinical Rotation (2-hour course)*	World Occupatations Cooperative Education*

Electives

Phy Science H	English II H	English III H	English IV H
English I H		Physics I Physics I H	Calculus Calculus H
Geometry	Algebra II Algebra II H	Foreign Language	
Biology I Biology I H		Pre-Calculus Pre-Calculus H Geometry H Algebra II	Foreign Language
Algebra I	Chemistry I H	Psychology	
Latin		Sociology	Anatomy and Physiology
Spanish	Child Development	Anatomy and Physiology Speech	Speech



college semester credit hours held in escrow to be awarded upon the completion of 12 college semester hours



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Example 2
Tech-Prep 6-Year Plan: Associate Degree Nursing
(Based on Current Graduation Requirements)

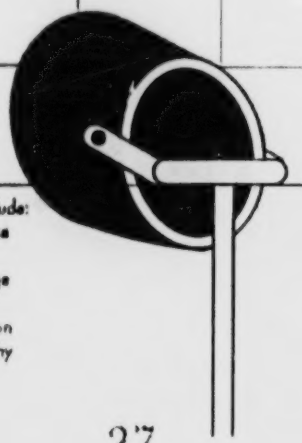
School District						College				
Per.	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Freshman		Sophomore		Summer
1		English I	English II	English III	English IV Ω	Nursing Process I (8) NURS 1801	Nursing Process II (7) NURS 1702	Nursing Process III (5) NURS 2501	Nursing Process V (6) NURS 2601	
2		Elective Δ	World History	U.S. History	U.S. Govt. / Economics			Nursing Process IV (5) NURS 2502	Nursing Process VI NURS 2602	
3		Algebra I	Geometry	Algebra II †	Intro to Psyc Ω / Child Growth & Devel. Ω	Intro to Sociology (3) SOCI 1301	Free Elective (3)	Texas Gov't (3) GOVT 2301		
4		Physical Science	Biology I	Anatomy & Physiology I †	Health Occup. II † / Anat. & Phy. II Ω		Microbiology (4) BIOL 2420			Advanced Nursing Seminar Option *
5		Elective Δ	Elective Δ	Health Occupations I	Internship					
6	Career Exploration	Health / Elective Δ	Health Care Science	Health Occupations I	Internship					

† Advanced placement will be given for the following upon entry into the ADN program
Algebra II: advanced placement for MATH 0303
Health Occupation II: advanced placement for MATH 0301
Anatomy & Physiology I: advanced placement for BIOL 2401

Ω Dual Credit Options
English IV = ENGL 1301 (3) OR ENGL 1302 (3)
Child Growth & Development = PSYC 2308 (3)
Intro to Psychology = PSYC 2301 (3)
Anatomy & Physiology = BIOL 2402 (4)

Δ Electives may include:
Computer Science
Fine Arts
Foreign Language
Nutrition
Physical Education
World Geography

* Gerontology



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Example 3
Health Care Academy
Projected Sequence of Courses

This is an ideal vision of how a Health Care Academy could operate once fully in operation with a full staff. Currently, it might take as long as five years to fully implement.

In order to fit in certain specialized skill and knowledge areas, certain fields of study are listed below as "short course flex schedule." These courses are ones in which the student is earning a semester's credit by taking intense project-oriented excursions into other subject areas for 10 to15 classroom hours.

GRADE 7

Students and parents are advised as to the availability and advantages of the Academy on a districtwide basis. Prospective students are carefully advised to take a certain sequence of preparatory courses* in:

- Honors English
- Pre-Algebra
- Physical Science (project-oriented with an introduction to physics)
- Foreign Language
- Study Skills

*Courses shown are for yearlong study.

GRADE 8

Students and parents are advised and carefully counseled on prepatory course selections for Pre-Academy entry:

- Honors English
- Computer Science: Word Processing
- Biology
- Foreign Language
- Pre-Algebra/Algebra I
- Introductory course in Health Science (speakers and motivational tours)

GRADE 9

Fused:

- Honors English I
- Honors World Geography

Fused:

- Algebra II (interacts through projects with Biology)
- Honors Biology (Health Care Science projects)
- Introduction to Health Care Careers (Out of Academy)

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Foreign Language—second year

To be taken in short course flex schedule: health, introduction to working in groups, study skills lab, and keyboarding

GRADE 10

Fused:

- Honors English II
- Honors World History

Fused:

- Honors Chemistry
- Honors Geometry

Health Care Science II: basic patient care, ethics, & pre-employment skills

To be taken in short course flex schedule: Speech I, Basic Word Processing—Text Editing—Printing, and Elementary Database Use

(Out of Academy)

- Foreign Language—third year

GRADE 11

Fused:

- Honors English III
- Honors American History

Fused:

- Honors Physiology and Anatomy
- Honors Analytical Geometry and Trigonometry

Health Care Science III: Field Experiences and Shadowing

To be taken in short course flex schedule: Wordprocessing, Database Management, Spreadsheet, Advanced Software Use, and Advanced Database Use.

(Out of Academy)

- Foreign Language—fourth year—optional

GRADE 12

Fused:

- Honors English IV
- Honors Government and Economics

Fused:

- Honors Physics
- Honors Calculus

Health Care Science IV: apprenticeship toward local certification as multiskilled medical assistant

*This will be defined from year to year in reaction to local employment needs.

To be taken in short course flex schedule: Accounting, Management, Personnel Management, TQM, Professional Ethics, Desktop Publishing, Computer-Based Controls and Measurement, and Introductory Nursing/Technician courses (offered through the community college for college credit)

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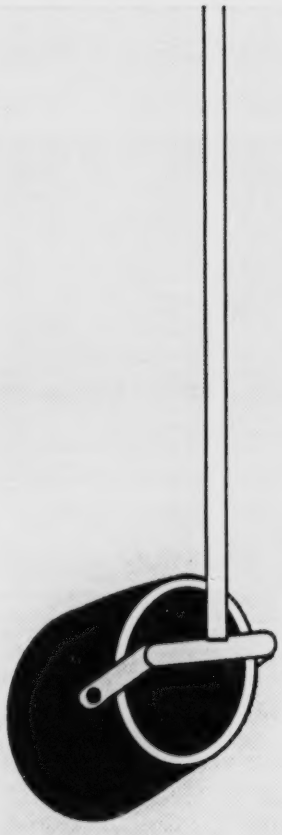
Example 4
High School Educational Career Plan

Career Pathway: **Health Science**

Junior High

English Language Arts 7 & 8
Mathematics 7 & 8
Science I / Science II
Texas History
U.S. History
Physical Education
Computer Literacy
Life Management Skills / Career Investigation
Exploratory Industrial Technology



High School

9th GRADE
English
World Geography
Mathematics (ALGEBRA I)
Biology I
Enhanced Studies
Elective

10th GRADE
English
World History
Mathematics (GEOMETRY)
Chemistry / Physics
Language
Health Care Science
Health / Psychology or Sociology *

Suggested Electives
Food Science & Nutrition
Business Law
Speech
Food Technology

11th GRADE
English
U.S. History
Mathematics (ALGEBRA II)
Computer Applications or Microcomputer Applications
Language
Health Occupations I

12th GRADE
English
U.S. Government / Economics
Health Occupations II or Co-op
OJT / Elective
OJT / Elective
Elective
Physiology & Anatomy

Precalculus, Calculus, and Physics are recommended for students planning on taking advanced professional studies after high school, e.g., physician, veterinarian, dentist, nurse practitioner

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Clinical Rotation: Sports Medicine
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